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Personal Development And Career Planning Curriculum Grade 9/10

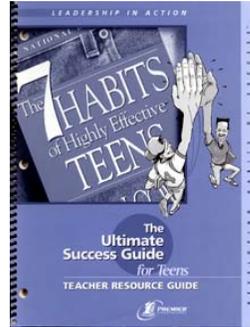
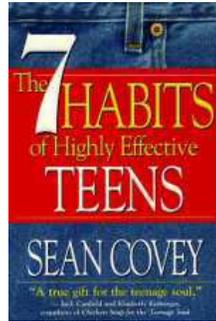
Supplemental Resource Guide



New  Brunswick
Department of Education
Educational Programs & Services Branch

May 2002

Part 1: The 7 Habits of Highly Effective Teens



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Teacher Note: The module on *The 7 Habits of Highly Effective Teens* is to be covered in a maximum of 12 hours. The Guidance Curriculum Development Advisory Committee suggests the following activities from *The 7 Habits of Highly Effective Teens, The Ultimate Success Guide for Teens Teacher Resource Guide*. *The 7 Habits of Highly Effective Teens, The Ultimate Success Guide for Teens* has not been included as it is a consumable product.

The following icons are placed beside various lessons to indicate:

Key Lesson: 

Homework Assignment: 

Optional Activity: 

Portfolio Activity: 



Journal Writing options which may be utilized throughout the course:

- What are your good habits? What are your bad habits? How do you feel when you choose to exercise a bad habit?
- Describe yourself as if you were writing a letter of recommendation. Write about what you look like?
- What are some of your favourite lyrics? Why do lyrics speak to you?
- Write about a time when you were in a leadership position. Describe yourself as a leader?
- Create a list of “7 Habits for a Highly Effective Me.”

Note:

Activities meet the following ***Personal Development and Career Planning Curriculum, Grade 9/10*** Outcomes; Outcome 1.1; demonstrate knowledge of the influence of a positive self-concept 1.2; communicate and interact positively with others; 1.3 demonstrate knowledge of the importance of individual growth for oneself and others; 1.4 demonstrate responsible choices concerning home, school and the community; 2.1 demonstrate responsible skills that lead a student to become a lifelong learner; 2.2 demonstrate effective problem solving and decision making skills for personal and educational purposes.

Note:

For additional communication activities refer to ***Career Studies 10***, pages 84-93 or ***Teacher’s Resource Career Studies 10***, page121.

Suggestion:

The reading level of ***The 7 Habits of Highly Effective Teens*** is appropriate for grade 9/10. Audio taped versions may assist struggling readers.

Introduction to The 7 Habits (20 minutes)

- A. Have students write a definition for the word “habit” privately – on their own. Divide the class into groups of 4-6 students, and have them share their definitions within these groups and arrive at a group definition of “habit.” Have students read page 8 of *The 7 Habits of Highly Effective Teens*, “What exactly are habits?”
- B. Have students cross their arms. Now ask them to do it the other way. How does that feel? Who taught them this habit? How long would it take to make them feel comfortable crossing their arms in this fashion? (It takes about a month to learn or unlearn habits.)
- C. Dr. Stephen Covey and his son, Sean Covey, have organized good habits into these seven categories:
1. Be Proactive
 2. Begin with the End in Mind
 3. Put First Things First
 4. Think Win-Win
 5. Seek First to Understand, Then to be Understood
 6. Synergize
 7. Sharpen the Saw
- Have students turn to page 5 of *The 7 Habits of Highly Effective Teens* and read and discuss each habit quickly.
- D. Have students list all the “good” habits they have acquired, and have them discuss these with a partner.
- E. Have students read *The 7 Habits of Highly Defective Teens* on page 7 of *The 7 Habits of Highly Effective Teens* and have them identify some of the bad habits they are practicing.
- Class Discussion: What can students do to become more “effective” teens?
- F. How can the “7 Habits” help? Have students turn to page 9 in *The 7 Habits of Highly Effective Teens* and identify those habits they would like to improve upon.

“Always do what is right. This will surprise some people and astonish the rest.”
Mark Twain

Paradigms – Principles (40 minutes)

A. Have students read the “Top 10 All Time Stupid Quotes” on pages 11-12 of *The 7 Habits of Highly Effective Teens*. Discuss the impact – paradigm shift. Why are paradigm shifts important?

B. Model-Building Activity (Note: Do it live or have a discussion.)

If you put an airplane model together, what would you need? (Answer: Instructions.)

What if the instructions were not for the airplane, but unknown to you, were actually instructions for a model train? What would happen if you attempted to assemble the model with these instructions? (Answer(s): You would become frustrated, you couldn't do it, etc.)

The same holds true for “paradigms”. Sometimes we have an incomplete paradigm of a situation.

C. Have students read the “Paradigms of Life” on pages 18-23 of *The 7 Habits of Highly Effective Teens*, and in groups of 4-6, discuss the benefits and/or disadvantages of each paradigm listed.

D. Have students turn to pages 24-27 in *The 7 Habits of Highly Effective Teens* and read. Ask students to list principles they want to use to build a firm character. 

“If we work upon marble, it will perish; if we work upon brass, time will efface it, if we rear temples, they will crumble into dust, but if we work upon immortal minds and instill into them just principles, we are then engraving that upon tablets which no time will efface, but will brighten and brighten to all eternity.” Daniel Webster

The Personal Bank Account (20 minutes) 🔑

(The amount of trust and confidence you have in yourself)

A. Have students read the paragraph entitled, “The Personal Back Account” on page 34 of *The 7 Habits of Highly Teens*.

❑ **Keep Promises to Yourself**

Have students answer item 2 on page 45 of *The 7 Habits of Highly Teens*.

❑ **Do Random Acts of Service**

Have students commit to acting on item 3 on page 45 of *The 7 Habits of Highly Teens*. (Students could write their commitment in their agendas.)

❑ **Tap Into Your Talents**

Have students complete item 5 on page 45 of *The 7 Habits of Highly Teens*.

❑ **Be Gentle With Yourself**

Have students commit item 5 on page 46 of *The 7 Habits of Highly Teens*.

❑ **Renew Yourself**

Have students commit to acting on item 9 on page 46 of *The 7 Habits of Highly Teens*.

❑ **Be Honest**

Have each student describe a time when he/she exaggerated or embellished a personal happening to a friend or parent. Was this honest? What was the outcome of the situation?

B. In their agenda on today’s date, have students make a commitment to become more honest.

“Never look down on anybody unless you’re helping them up.” Jesse Jackson

Habits Overview - Using the Tree Metaphor (20 minutes)

- A. Using the blackline master provided in *The 7 Habits of Highly Effective Teens, The Ultimate Success Guide for Teens, Teacher Resource Guide for Teachers* (Appendix 3), make an overhead transparency of the 7 Habits tree and go over the build-up of Habits 1 through 7.

Have students turn to page 6 of *The 7 Habits of Highly Teens* and follow along. Tell them in advance that they will have to teach a partner the seven habits in the correct sequence.

- B. Have students teach each other, one at a time. Each student should explain and complete the blanks on the “tree” diagram.
- C. Best Practices – The 7 Habits through Actions
The following physical gestures emphasize each of the 7 Habits.

Habit 1: *Be Proactive.* Place thumb to your chest.

Habit 2: *Begin with the End in Mind.* (point to your feet) with the End (both hands point to the mountain top) in Mind (point to your head).

Habit 3: *Put First Things First.*

Habit 4: *Think Win-Win.* Think (point to your head) Win (hand-out, palm open) Win (other hand out, palm open).

Habit 5: *Seek First to Understand, Then to Be Understood.* Place hand over your brow like you’re looking over the horizon, and then cup both hands behind your ears.

Habit 6: *Synergize.* Put your hands out toward opposite forearm and grab your forearm. Then shake your arms up and down like a “mixer.”

Habit 7: *Sharpen the Saw.* Pretend you are sawing a tree with your hand.

Be Proactive (Habit 1) (60 minutes)

A. Explain “Reactive” model. Refer to page 49 of *The 7 Habits of Highly Effective Teens*.

- Proactive people make choices based on principle.
- Reactive people make choices based on feelings, their moods, emotions and impulse.

In groups have students read scenes 1 and 2. Have them discuss each of the possible reactive and proactive choices and discuss the consequences of each choice.

Have students read pages 51-65 and in groups identify 5 examples of proactive people and 5 examples of proactive language.

B. What is the significance of “Just Push Pause” on page 65 of *The 7 Habits of Highly Teens*?

Quote: “*Between stimulus (action) and response, there is a space. It is possible for us as individuals to develop this capacity to pause and give wiser responses. The ability to do that comes from the development and use of our unique human gifts.*” Stephen Covey

C. Four Human Tools: This is a very important concept. Using this model, students can strengthen their proactive muscles. The 4 Tools are not separate steps: they blend together into one.

Have students read pages 66-68 of *The 7 Habits of Highly Teens* in groups of 4-6 and discuss the “Four Human Tools”: self-awareness, conscience, imagination, and willpower. Allow them to compare and contrast these tools in terms of human and animal behaviour.

D. **Optional Activity** ☺

We can control only one thing.... how we respond to what happens to us.

Use the following example:

Walk up to a student, (one who you know can take it!) who does not have green hair and tell him/her, “Hi, (name), I really like your green hair.” Watch the reaction of this student and all other students. Debrief and have students discuss observed reactions.

E. Optional Activity ☺

Patty-Cake

Ask for a student volunteer to come up to the front and stand in front of you. Ask him/her to raise his/her hands to mirror your own hand movements. Start moving your hands and allow them to keep up with you and mirror your movements well. Ask how he/she felt. Next, wave your hands frantically. (The student will not be able to keep up). Stop and ask how the student felt. Usually they feel helpless, inadequate, discouraged, not in control, etc. You were reacting to my movements, you were being reactive. Now switch roles and tell the student that you will mirror his/her hand movements. When you are able to keep up with him/her stop and ask how he/she feels. Usually they are in control, feeling good, having power, etc. He/she was being proactive, calling the shots, being in control. Ask the student to again initiate hand movements. This time, stop and walk away from the student. Who was in control now? I was. I made the choice and walked away. How did (the student) look? Silly. *You can make your own choices. Choose how you're going to act.*

Note:

You can also relate this activity to resolving physical conflict.

Begin with the End in Mind (Habit 2) (100 minutes)

What does “Begin with the End in Mind” mean?

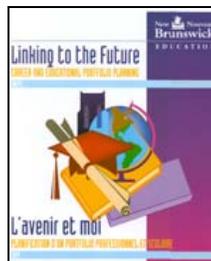
Have students read the “Begin With the End in Mind” experience on page 75 of *The 7 Habits of Highly Teens*.

Have students read pages 76-84 and complete the “Who is my Hero” teaching activity (see Appendix 4, *The 7 Habits of Highly Effective Teens*, *The Ultimate Success Guide for Teens*, *Teacher Resource Guide for Teachers*.)

OR

Have students complete “What’s Important to Me? Teaching activity (see Appendix 5, *The 7 Habits of Highly Effective Teens*, *The Ultimate Success Guide for Teens*, *Teacher Resource Guide for Teachers*.)

Students should submit completed activity in their *Linking to the Future: Career and Educational Portfolio*. 



Have students answer the question: “Who is in control of your destiny?” (Answer: “I am!”)

Discuss with students the pros and cons of this statement.

The Great Discovery

A. Have students write the scenario for this task:

Five years from now, your local paper does a story about you and they want to interview three people: a parent, a brother or sister, and a close friend. What would you want them to say about you?

Note:

You may want to use some background music as students progress through this exercise.

B. Have students come to a conclusion about the important question: “Why do I need a mission statement?”

Optional Activity 🗂️

Mission Statement Collage - (refer to pages 90-94 of *The 7 Habits of Highly Effective Teens*)

This is a good follow-up activity to the Great Discovery Section.

Ask students to cut and paste pictures and/or words from magazines. This collage will state what they are about, what they value.

Optional Activity 🧩

Puzzle Activity - Divide students into two groups. Ask Group A to puzzle together. (Do not show them the front cover.) How did it go? Now have Group B complete the same puzzle, this time with the front cover in front of them. How did it go? When you have an “End in Mind”, the goal becomes easier to attain.

Goal Setting - refer to pages 94-103

A. Guide students through the “Let’s get S.M.A.R.T.” teaching activity (see Appendix 6, *The 7 Habits of Highly Effective Teens*, *The Ultimate Success Guide for Teens*, *Teacher Resource Guide*.)

B. Achieving academic success means practicing goal setting every day! Guide students through the “Achieving Academic Success” teaching activity (see Appendix 7, *The 7 Habits of Highly Effective Teens*, *The Ultimate Success Guide for Teens*, *Teacher Resource Guide*)

OR

Have students turn to the Academic Achievement pages in their agendas and set goals in each of their subject areas (if they have not already done so). Have them record results as test scores and other marks become available. Are the results in line with the goals set? This is one aspect of using Habit 2 to become highly effective academically.

C. Guide students through the “Weekly Goals” teaching activity (see Appendix 8, *The 7 Habits of Highly Effective Teens*, *The Ultimate Success Guide for Teens*, *Teacher Resource Guide*.) Encourage them to add a personal goal, such as becoming more proactive.

D. S.M.A.R.T.’s good, but it’s important to be W.I.S.E., too. Guide students through the W.I.S.E. teaching activity (see Appendix 9, *The 7 Habits of Highly Effective Teens*, *The Ultimate Success Guide for Teens*, *Teacher Resource Guide* 📖) and 📖

Put First Things First (Habit 3) (40 minutes)

Getting Organized

- A. **Balloon Activity** (5 minutes) Materials required: Balloons and string.
1. Ask for a volunteer and announce that the purpose of the next activity is to see how students handle the stress of student life.
 2. Invite a handful of volunteers to come up and toss a balloon at the first volunteer. Students announce what their balloons represent as they toss them. The first volunteer must keep all of the balloons off of the floor without using the strings. Allow six or seven balloons to be identified and get tossed for the exercise.
 3. When the point is made that all of the balloons cannot stay off the floor at once, debrief. Discuss how your volunteer felt and what challenges the juggling of the balloons presented.
 4. Gather the balloons and pull the strings through an agenda until all the balloons are “in control”.
Explain to the students that by using their agendas they will be better able to gain control over these stressors – the things that demand their time. Ask students to think about the practicality of agendas in greater detail, and to try to see how they can help organize their school work – and the rest of their life.
- B. Have each student privately answer, “What is stress?” Have them share their definitions in groups of 4-6 and then arrive at a group definition of stress. Have them place their group definitions on a flipchart and post the charts on the wall. Guide students through the process of arriving at a class definition of stress.
- C. In class, allow students to give suggestions for reducing some of the stressors they mentioned. Guide students toward becoming more organized with their agendas.
- D. **Optional Activity** ()
Issue the “Planning the Big Picture” teaching activity (refer to Appendix 10, *The 7 Habits of Highly Effective Teens, The Ultimate Success Guide for Teens, Teacher Resource Guide*) and discuss the six steps and how each step is linked to the planning tool. Forewarn students that you will have them work on this “Big Picture Plan” after Module 10.
- E. **Optional Activity** ()
First Things First Activity
This activity gives students a tangible example of putting first things first. Prepare a group of activities and place in container. Have students put “First Things First,” in accordance to what the activity suggests. For

example, line up according to your date of birth, shoe size, height, letters in your name, etc. Students begin to internalize what it means to put first things first.

Understanding Time Management – refer to pages 106-112

- A. Have students study the “Time Quadrants” and the listed activities in the quadrants on page 107 of *The 7 Habits of Highly Teens*. Discuss the significance of the matrix and have students identify which quadrants they operate in most of the time.

Have students define:

- What is urgent?
- What is important?

Have students work in groups of four to determine what the results will be, in terms of stress, if a person operates mostly in:

- Quadrant 1
- Quadrant 3
- Quadrant 4
- Quadrant 2

What does each group recommend to combat stress? Allow students to report.

Highly effective teens spend as much time as possible in Quadrants 1 and 2. They eliminate or reduce Quadrant 3 and 4 activities.

- B. Homework Assignment: 

Issue a copy of the “Planning for Improvement” teaching activity (see Appendix 12, *The 7 Habits of Highly Effective Teens, The Ultimate Success Guide for Teens, Teacher Resource Guide*.) Have students complete column A privately, then complete columns B and C. Have them set a S.M.A.R.T. goal in their agenda to encourage them to become more effective.

- C. **Optional Activity** (◁)

Time Quadrants

This activity is used to demonstrate what each quadrant represents through action.

Quadrant 1 – Urgent and Important. Have this person jogging on the spot or in circles, running to important and urgent activities.

Quadrant 2 – Not Urgent but Important. Have this person sit in a comfortable chair, offer them a soda, and give them a book or headset with some music.

Quadrant 3 – Not Urgent and Important. (This is a quadrant of deception. The word urgent makes us believe that these activities are important as well.) Ask a student to hold some object, with their arm straight out. It appears simple enough to accomplish; however, over time, this activity

becomes tiring and difficult. Similar to Quadrant 3 activities, this activity does not appear difficult; however, they do weigh you down over time. Quadrant 4 – Not Urgent and Not Important. Give student a Kush ball. Ask them to play with the ball. After awhile it becomes somewhat boring for the student.

D. Optional Activity: ☺

Practical Planning Project (refer to pages 112-127) of *The 7 Habits of Highly Effective Teens*. *Solicit from the students their most effective ways of recording, prioritizing, and scheduling daily and weekly in their agendas and have them illustrate to their peers.*

Think Win-Win (Habit 4) (40 Minutes)

- A. After reading pages 146-154, have students discuss what this statement means, The “Private Victory” is the foundation for thinking Win-Win!

“Think Win-Win” is the foundation for getting along with others. Have students suggest why this is so, (e.g. it only takes one person to think Win-Win.)

B. Tic-Tac-Toe Activity

Have students pair up and create a 5 x 5 inch grid. Tell them the object of the game is getting four X's or four O's in a row, vertically, horizontally, or diagonally, and that one point will be awarded for each group of four X's or O's. Don't say, “You are going to play Tic-Tac-Toe;” instead ask them if they remember the game: Tic-Tac-Toe.”

If students think Win-Lose, they will not have many points. However, if they think Win-Win, they can put an X and O in each space.

Compare scores and have students arrive at the fact that Win-Win thinking gives the best results.

Discuss the effects and the type of relationship Win-Lose; Lose-Win creates.

Discuss Win-Win. Have students generate disadvantages on one list and benefits on another list as someone copies the suggestions. Which list is longer? Discuss the effects of Win-Win as well as the type of relationship this mode creates.

OR

Trust is the Essence of Win-Win

“Make A Fist” Activity

It is important to set this up quickly, as you are trying to script the participants. Get everyone into pairs, and say, “One of you needs to make a very tight fist.” Demonstrate this fist by holding up your hand in the tightest fist you can make. “I want the other partner - on the count of three – to try to open the other person's hand.”

“Ready? One....two.....three...Go!”

Be prepared to share what happened when they conclude. Laugh with them and enjoy the moment. It is usually a good energizer!

C. **Think Win-Win**

Debrief the exercise with the following question and discussion.

“Did any of you ask the other person to simply open his or her hand?” There may be one or two groups that did, but usually the majority will not have.

“Why not? I know it isn’t fair; I admit I did script you: “Make a tight fist....ready, one...two...three, go!” This was intentional.

“When the environment feels competitive we often will automatically play Win-Lose. Yet, we just finished discussing Think Win-Win. Due to the fact that many of us over the years have been scripted Win-Lose, it is easy to fall back into learned Win-Lose behaviours when the stimulus feels competitive. Our paradigms govern our behaviours.”

D. **Optional Activity** ☺

Competition is healthy when you compete against yourself, or when it challenges you to reach and stretch and become your best. Be the Best You Can Be!

Have students return to their discussion groups and have them:

1. Discuss this statement.
2. Pretend that they are members of a school team and discuss the statement again.
3. Report back to the class.

- E. Have students read “The Fruits of Win-Win Spirit” on page 159 of *The 7 Habits of Highly Effective Teens*, then make up scenarios which depict Win-Win or No Deal and act these out in front of the class.

Seek First to Understand, Then to be Understood (Habit 5)
(60 minutes)

A. “Goldilocks and the Three Bears” Activity

Ask students to form pairs. Have them recite the story of “Goldilocks and the Three Bears.” However, they must alternate each word, for example:

Person One: “Once”

Person Two: “upon”

Person One: “a”

Person Two: “time”

Allow 4-5 minutes for them to share the story. Debrief the group. Most students will feel frustrated that their partner did not know the story. “When we listen to someone sincerely, we listen to that person from his or her frame of reference.”

B. Repeat the same activity with four partners. Share feelings.

C. Have students read the poem, “Please Listen” on page 167 of *The 7 Habits of Highly Effective Teens*. Have them discuss, in small groups, their experiences in reference to this poem.

D. Have students read pages 167-170. Discuss the five poor listening styles. Have students decide which listening style(s) they are struggling with and which one(s) they are going to practice un-doing for the next week. Have them make a commitment with a partner who will agree to act as a coach.

E. Have students read pages 171-179. Have students refer to the “Communication Problems with my Girlfriend: scenario on page 176 of *The 7 Habits of Highly Effective Teens*.” Have them discuss in pairs if they can relate to this issue, and, if so, what they have done to overcome this issue, and, if not, what they would do to overcome it.

OR

Discuss the “Three Keys to Genuine Listening”: (pages 171-176)

1. Listen with your eyes and your heart (acknowledge the other person’s emotions – not what that person is saying, but how he or she is saying it.)
2. Stand in the other person’s shoes (listen from his or her point of view.)
3. Practice mirroring. (See page 175 of *The 7 Habits of Highly Effective Teens* for examples of mirroring phrases.)

F. Optional Activity ☺

“Listening Role Play”

Create a scene in which a student is upset. Have two chairs, one for the upset student, and the other to serve as a “revolving” chair. The person who sits in this chair will be listening genuinely. He or she will be using his or her eyes and heart – not trying to fix the situation, but instead being empathetic, and helping the other person feel understood. After the listener has had a chance to respond once or twice, have a different student sit in the chair. Keep the role-play moving. Allow students to listen genuinely, as opposed to in a self-centered way.

Have the students discuss what they have learned. Share ideas.

Synergize (Habit 6) (60 minutes)

Learn to Celebrate Differences

Have students read pages 182-192. Issue the “Celebrating Differences” handout (see Appendix 14, *The 7 Habits of Highly Effective Teens The Ultimate Success Guide for Teens Teacher Resource Guide*). Discuss the statement, “We are all a minority of one” and have students complete the “Celebrate your Own Diversity” activity.

Have students team up with a partner and share their findings. Do they agree with their findings?

OR

Grapes, bananas, oranges, melons.....Practice “synergizing” using the Third Alternative! Divide the class into even groups.

Students are now aware of their natural abilities, how they learn best, their trouble areas, and how they can expand their style. (Note: Each group should have approximately the same number of grapes, bananas, orange and melons.)

Encourage the students to put their best foot forward in their group, and, as they work together see if they can expand their style.

Optional Activity ☺

Task

1. Each group is to organize a plan for a school fundraising event.
2. Have them follow the guidelines, steps 1-12 as they formulate their “plan” (see Appendix 15, *The 7 Habits of Highly Effective Teens, The Ultimate Success Guide for Teens, Teacher Resource Guide*.)
Students present their plans next period.
3. Students observe each plan, noting:
 - Creativity
 - Completeness
 - Adherence to guidelines
 - Practicality
 - Ease of selling plan to school and staff and parents
 - Evidence that plan is a team effort
 - Presentation

Have students think of a situation in which constructive feedback would really help another person. Encourage them to share this type of criticism with people when the time is right.

Optional Activity ☺

Each group is to report on their plan. The class uses the observation criteria as outlined, noting especially if real synergy took place as each group looked for the best solution. Discuss how synergy took place in each group.

Optional Activity ☺

Have the entire class now synergize and come up with the very best solution for this fundraising activity.

Optional Activity ☺

Have the students ready the poem, “The Cold Within” on page 192 of *The 7 Habits of Highly Effective Teens* and share their own experiences with “The Cold Within.” Ask for suggestions for preventing and/or overcoming “The Cold Within” situations.

Optional Activity ☺**Synergy Glass Exercise**

Place a glass in front of each participant. Ask participants to take out a blank piece of paper and, working independently (without viewing anyone else’s paper), have them write down as many ideas as they can for using the glass. Time them for 60 seconds; then ask them to stop. Determine the average number of ideas recorded per student.

This time, ask participants to pair up with another person. Working cooperatively, seeking to value the differences, ask students to come up with as many new ideas as possible. Allow them to get together with their partner and compare answers from their first independent exercise, then start timing them for the creation of their new ideas. Again, time them for 60 seconds, then ask them to stop.

How many doubled ideas from the previous independent exercise? How many more than doubled when working with a partner? How many were completely surprised by an idea their partner had, and if they had an hour to think, probably still would not have come up with that idea? How many experienced the “piggy-back” effect, which means their interaction with their partner caused them to come up with ideas they would not have without the discussion with another person? This is the essence of the Third Alternative.

Optional Activity ☺**Synergy Wall Hanging**

Create a wall hanging displaying all of the 7 Habits. Independently, ask each group of students to come up with a banner or flag that describes each habit. Then put all the habits together. This is an example of synergy, plus they can place the final product on display.

Sharpen the Saw (Habit 7) (120 minutes)

It's "Me" Time

- A. Issue the "Lumberjack and Chain Saw" handout (see Appendix 17, *The 7 Habits of Highly Effective Teens*, *The Ultimate Success Guide for Teens*, *Teacher Resource Guide*) and have a discussion on the merit of "keeping the saw sharp."

Have students resolve the Challenge Activity on the handout, in groups of four.

- B. Have students read "Caring for your Body," on pages 208-215 in *The 7 Habits of Highly Effective Teens*. Have them decide what strikes their interest and which ideas they would be willing to follow up on. Have them make commitments and arrange for follow-up sessions.
- C. Have students read "Caring for your Brain" on pages 216-227 of *The 7 Habits of Highly Effective Teens*, and determine which ideas they like best and would be willing to follow up on. Have them make commitments and arrange for follow-up sessions.
- D. Have students read "Caring for your Heart" on pages 228-233 of *The 7 Habits of Highly Effective Teens* and do the same identification and commitment exercises as above.
- E. Have students read "Caring for your Soul" on pages 234-241 and repeat the above activities once more.
- F. Have students discuss, in groups, obstacles in reference to each aspect of "Sharpen the Saw."
- G. Have students work together to develop strategies to overcome the identified obstacles.

Balance and Moderation in All Things

- A. Have students participate in the "Four Corners" activity to identify possible "Sharpen the Saw" goals.

"Four Corners" Activity

1. Write "Physical," "Social/Emotional," "Spiritual" and "Mental/Intellectual" on separate flip chart pages. Place one chart in each of the four corners of the room. Divide the participants into four groups, and have each group gather around one of the posted flip charts.

2. Give each group thirty seconds to brainstorm and write as many ideas as they can on how to “Sharpen the Saw” in their assigned areas. After thirty seconds, have each group rotate clockwise to the next flipchart page, read it so they will not duplicate any ideas, and then brainstorm and add to the list for thirty seconds. Then have them rotate clockwise to the third chart, read the chart again, and, this time, make sure their favourite way to “Sharpen the Saw” is added to the list. They should be very specific. Have them rotate clockwise once more for the last round, review the list that exists, and again, add their favourite activity or idea. They should lengthen the list as best they can. After the fourth round, have the person holding the marking pen at each flip chart stay at the chart, and have everyone else take his or her seat.
3. Start with the “Physical” flip chart. As the person standing at the “Physical” flipchart reads the list, have each participant capture any ideas they may like to try. Have them write their ideas in their workbook. You may want to stop and explore in greater detail specific ideas of what people put on the list, e.g. exercise: what are some of the students’ favourite ways to exercise? Follow the same procedure with all four dimensions of “Sharpen the Saw.”
4. Now have all participants set at least one “Sharpen the Saw” goal for the next thirty days. This must be a goal they really want to achieve. Then have all participants take out their Weekly Compass Card and set a weekly goal.
5. Have the participants get into their coaching pairs and share with each other their thirty-day goal. Have each coach write his or her partner’s goal in his or her agenda on the day they plan to follow up with each other.

Review (Habits 1-7) (60 Minutes)

- A. Issue the “7 Habits Tree Handout” (see Appendix 18) and have students pick a partner. Have them “three-person teach” each other the seven habits by filling out the handout and explaining the practical application of each habit and the importance of using the 7 Habits daily.

- B. **Optional Activity ☺**
Have students in groups of 6-8 develop a chant or song with lots of rhyme and rhythm and physical gestures to emphasize each of the 7 Habits.

- C. **Optional Activity ☺**
Share the results....synergize.... and have the class arrive at their best “7 Habits Action Song.” (Suggestion: musically talented student(s) might be challenged to add music to it!)

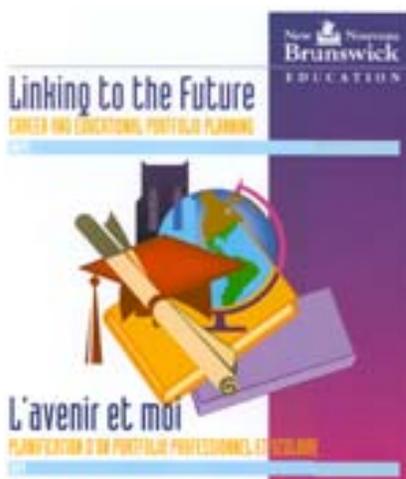
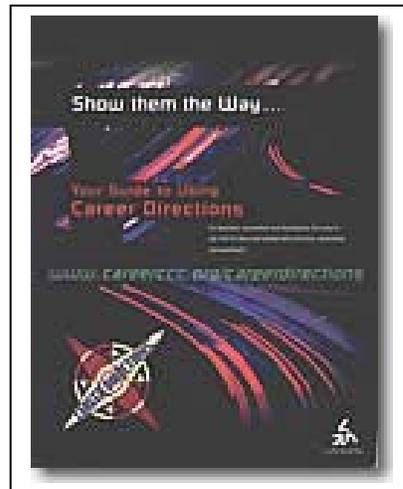
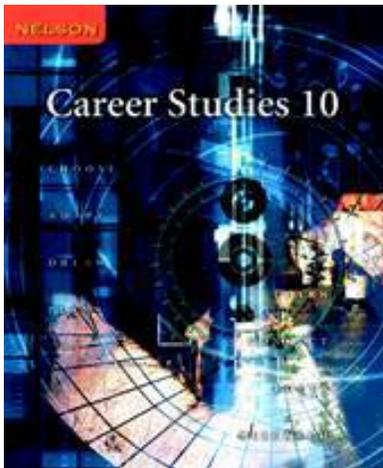
- D. Organize a class goal and commitment to revisit the 7 Habits and check and share everyone’s progress in using the 7 Habits regularly and in becoming more highly effective teens.

- E. Allow students class time in which to journal about the highlights of *The 7 Habits of Highly Effective Teens*, those areas, which they have adopted in their lives, and the challenge areas which they want to attempt to overcome. Have them set S.M.A.R.T. goals and commitments and write them in their agendas.

Part 2
Key resources include:

Career Studies 10 and Teacher's Resource,
Career Directions: Your Guide to Using Career Directions and
Linking to the Future: Career and Educational Portfolio.

Estimated time to complete: 28 hours



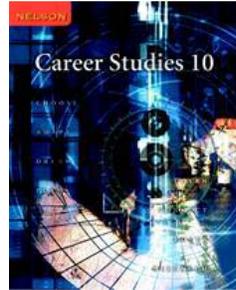
📁 **Career Studies 10, Student Text:** pages 8-10

Balanced Decision Making, page 8

Activity: How you make choices, page 8

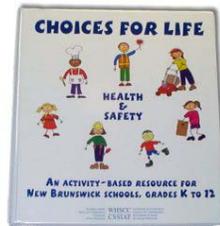
Moving Towards Balanced Decision-Making
page 9

Ken's Story, page 10



📁 **Career Studies 10, Teacher Resource:** Unit 1, pages 13-17

📁 **Choices For Life (WHSCC) – C17, E6**



*Activities build on students' prior knowledge and reinforce decision-making as introduced in **7 Habits of Highly Effective Teens***

Note:

Activities meet **Personal Development and Career Planning Curriculum, Grade 9/10**, Outcome 1.4; demonstrate responsible choices concerning home, school and community

(2 classes)

📁 **Career Studies 10, Student Text:** pages 21- 23

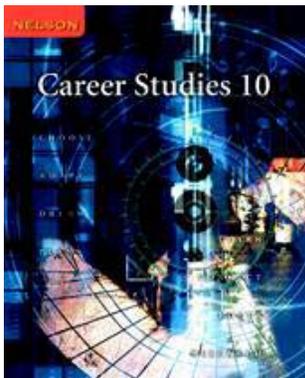
How have you changed? page 21

Changing Technologies, page 22

Activity: What's next, page 22

Effects on the Workplace, page 23

Activity: Consider the Relationship, page 23



📁 **Career Studies 10, Teacher Resource:** Unit 1, pages 33-35

Note:

Accommodation Activity from **Career Studies Teacher's Resource**, page 33 should be included in **Linking To The Future: Career and Educational Portfolio** 📖



Note:

Activities meet **Personal Development and Career Planning Curriculum, Grade 9/10**, Outcome 1.3; demonstrate knowledge of the importance of individual growth for oneself and others

(1 class)

📁 **Career Studies 10, Student Text:** pages 63-70

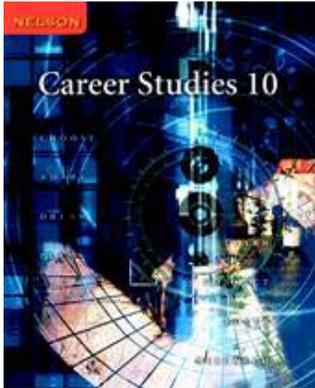
Transferable Skills, page 63

Profile: Andrea Peters, page 64

Activity: Spotting Transferable skills, page 65

Employability skills, page 65

Activity: List your skills, page 66

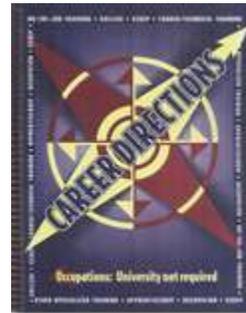


📁 **Career Studies 10, Teacher Resource:** Unit 2, pages 93–96

📁 **Career Directions: Your Guide to Using Career Directions (Teacher Resource)**

www.careerccc.org/careerdirections

Activity # 5: Surveying the Skills, page 11



Insert worksheet into **Linking To The Future:**
Career and Educational Portfolio 📖



Additional Resources:

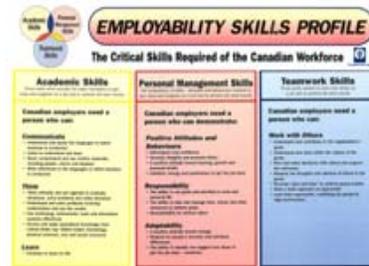
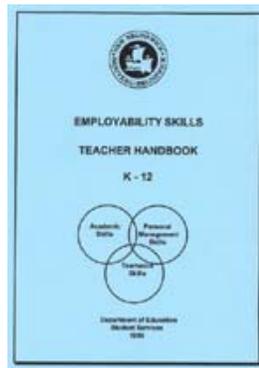
Conference Board of Canada www.conferenceboard.ca



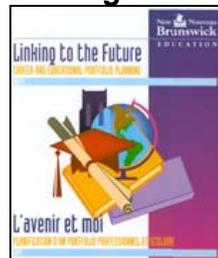
Employability Skills 2000+



New Brunswick Employability Skills Teacher Handbook K-12 and classroom poster



Linking to the Future: Career and Educational Portfolio



Note:

Students should complete *Employability Skills Profile: A Self-Assessment, Grade 9/10* and include in their *Linking to the Future: Career and Educational Portfolio* 

Note:

Activities meet *Personal Development and Career Planning Curriculum, Grade 9/10*, Outcome 3.4; demonstrate knowledge of employability skills to seek work experience.

(3 classes)

📁 **Career Studies 10, Student Text:** pages 88–90

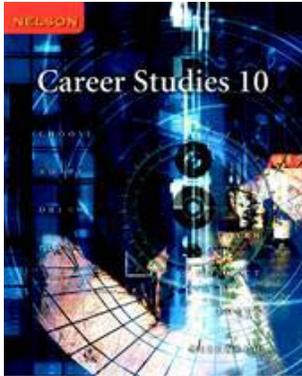
Being a Feedback Receiver, page 88

Becoming Coachable, page 89

Activity: How do you catch the feedback? page 89

Being a Feedback Giver, page 90

Activity: Can You Give Feedback?



📁 **Career Studies 10, Teacher Resource:** Unit 2, page 116-118

Note:

Activities support Habit 4 and Habit 5, ***7 Habits of Highly Effective Teens***.

Note:

Activities meet ***Personal Development and Career Planning Curriculum, Grade 9/10***, Outcome 1.1; communicate and interact positively with others.

(1 class)

📁 **Career Studies 10, Student Text:** pages 118-121

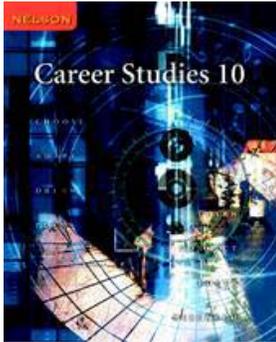
Local Opportunities, page 118

Activity: Create a contract Database, page 118

The Information Interview, page 119

Exploring Through Volunteering, page 120

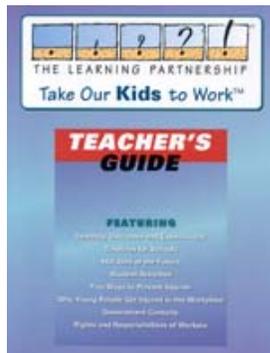
Exploring Through Job Shadowing, page 121



📁 **Career Studies 10, Teacher Resource:** Unit 3, page 156-163

📁 **Additional Resources**

Take Our Kids to Work, Teacher's Guide www.tlp.on.ca

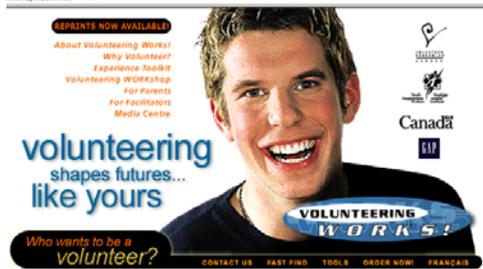


WOW (Words On Work: Women's Speakers Bureau)
(available to all schools) www.tlp.on.ca or www.wordsonwork.ca



Volunteering Works

<http://www.volunteer.ca/volworks/index.htm>



School-to-Work Personnel (District Office)

Note:

Activities support Habit # 4 & 5, **7 Habits of Highly Effective Teens**.

Note:

Activities meet **Personal Development and Career Planning Curriculum, Grade 9/10**, Outcome 3.4; demonstrate knowledge and use of employability skills to seek work experience.

(3 classes)

📁 **Career Studies 10 Student Text:** pages 140-152

What's a Trend? page 140

Activity: Trends in your life, page 140

Predicting Trends, page 141

Activity: Why do predictions fail? page 142

Trends in Technology, page 142

Activity: Impact of technology, page 142

Economic Trends, page 143

Activity: Globalization and Canadian Business, page 144

Demographic Trends, page 144

Activity: Analyse the demographics, page 145

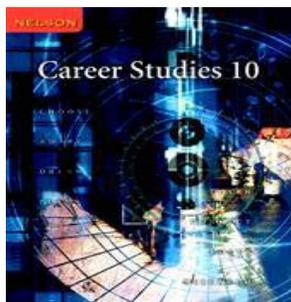
Change in Fields of Work, pages 149-151

Activity: What did you learn? page 150

Activity: Your own research, page 151

Navigating the World of Learning

What is required? page 152



📁 **Career Studies 10, Teacher Resource:** Unit 3, pages 185-198 & 201

📁 **Career Directions: Your Guide to Using Career Directions** (teacher resource)

www.careerccc.org/careerdirections

Activity # 5: Surveying the Skills, page 11

Insert worksheet 6 into **Linking To The Future: Career and Educational Portfolio** 



📁 **Additional Resources:**

Opportunity Knocks: Hot Careers in the Trades

http://hrdc-drhc.gc.ca/hrib/hrp-prh/redseal/english/ccda/ccdaNov00/news_e.shtml

The 8 page Opportunity Knocks: Hot Careers in the Trades publication is an eye-opener to great career opportunities in the trades

Job Futures

<http://jobfutures.ca/jobfutures/>



Note:

Student Research Activity from page 151 and Discovery Activity from page 152 should be added to ***Linking To The Future: Career and Educational Portfolio*** 📖



Note:

Additional Labour Market Information and video, ***Your Window on the World of Work*** is available from the Guidance Office.

Note:

Activities meet ***Personal Development and Career Planning Curriculum, Grade 9/10***, Outcome 3.4; demonstrate knowledge and appreciation of labour market trends in a variety of occupations.

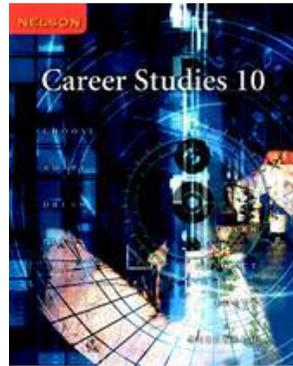
(4 classes)

📁 **Career Studies 10, Student Text:** pages 162-163

Learning is Ongoing, page 162

Activity: School courses and the world of work, page 162

Activity: Extra-curricular activities and the world of work, page 163



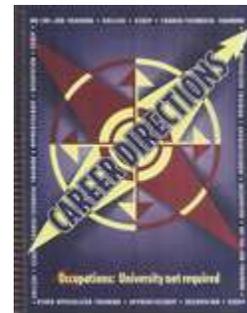
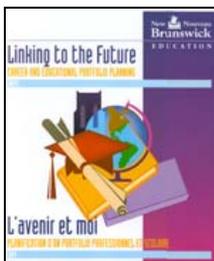
📁 **Career Studies 10, Teacher Resource:** Unit 3, pages 212-214

📁 **Career Directions: Your Guide to Using Career Directions** (teacher resource)

www.careerccc.org/careerdirections

Insert worksheet Activity #1, Start Your Career

Search with a Crossword into **Linking To The Future: Career and Educational Portfolio** 📖



Note:

Activities meet **Personal Development and Career Planning Curriculum, Grade 9/10**, Outcome 2.1; demonstrate skills that lead a student to become a lifelong learner.

(2 classes)

📁 **Career Studies 10, Student Text:** pages 181-183, 187
Starting Out, page 181
Barriers, pages 182-183
Activity: Breaking down barriers, page 182
Case Studies, page 187
Activity: Be a Consultant, page 187

📁 **Career Studies 10, Teacher Resource:** Unit 4, page 241-244

Note:

Students should update student summary 9/10 in their ***Linking to the Future: Career and Educational Portfolio*** 📖

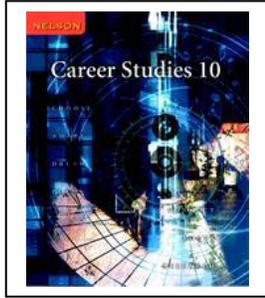


Note:

Activities meet ***Personal Development and Career Planning Curriculum, Grade 9/10***, Outcomes 2.2; demonstrate effective problem-solving and decision making skills for personal and educational purposes 3.2; demonstrate the relevance and value of present learning to career planning and goal setting 3.3; develop a personal career plan incorporating knowledge of self, decision-making and the world of work.

(3 classes)

📁 **Career Studies 10, Student Text:** pages 190–195



The Job Market, pages 191-192

Activity: Survey, page 192

Finding Summer and Part-time Work, page 193

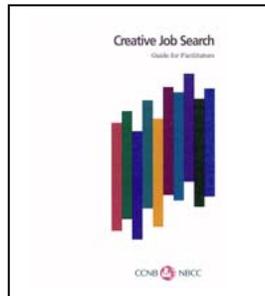
Activity: Find a Job, page 193

Networking, pages 194-195

Activity: Network Know-How, page 195

📁 **Career Studies 10, Teacher Resource:** Unit 4, pages 251-256

📁 **Additional Resource:** **Creative Job Search** (published by New Brunswick Community College – available in Guidance Office)



Note:

Students should update their **Linking To The Future: Career and Educational Portfolios** 📖 with current resumes, samples of cover letters, etc. Refer to **Career Studies, Student Text**, pages 196–222 for examples.



Note:

Activities meet **Personal Development and Career Planning Curriculum, Grade 9/10**, Outcome 3.1; demonstrate an understanding of how work relates to the needs and functions of economy and society.

(4 classes)

📁 **Career Studies 10, Student Text:** pages 234-237

Reflection, page 234

Reflections on Career Development, page 235

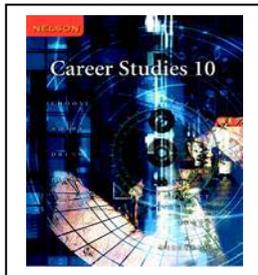
Activity: Create Your Own High Five, page 236

Reflection, page 236

Activity: Understanding Your Questions, page 236

Answering The Questions, page 236

Activity: Understanding Your Answers, page 236

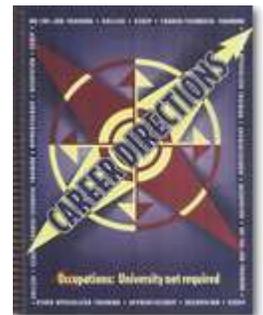
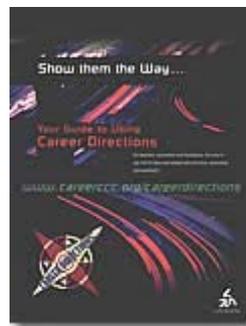


📁 **Career Studies, Teacher Resource:** Unit 5, pages 292-296

📁 **Career Directions: Your Guide To Using Career Directions** (teacher resource)

www.careerccc.org/careerdirections

Activity #7, page 13 Understanding What's Right For You



Note:

Activities meet **Personal Development and Career Planning Curriculum, Grade 9/10**, Outcome 3.5; develop a personal career plan incorporating knowledge of self, decision-making and the world of work.

(3 classes)

Taking Stock of your Portfolio 📖

“My portfolio is a collection of evidence that tells the story of my growth and achievement as a learner”

“My portfolio is a tool that will help me make important decisions about my life now and in the future”

Career Studies 10, Teacher’s Resource



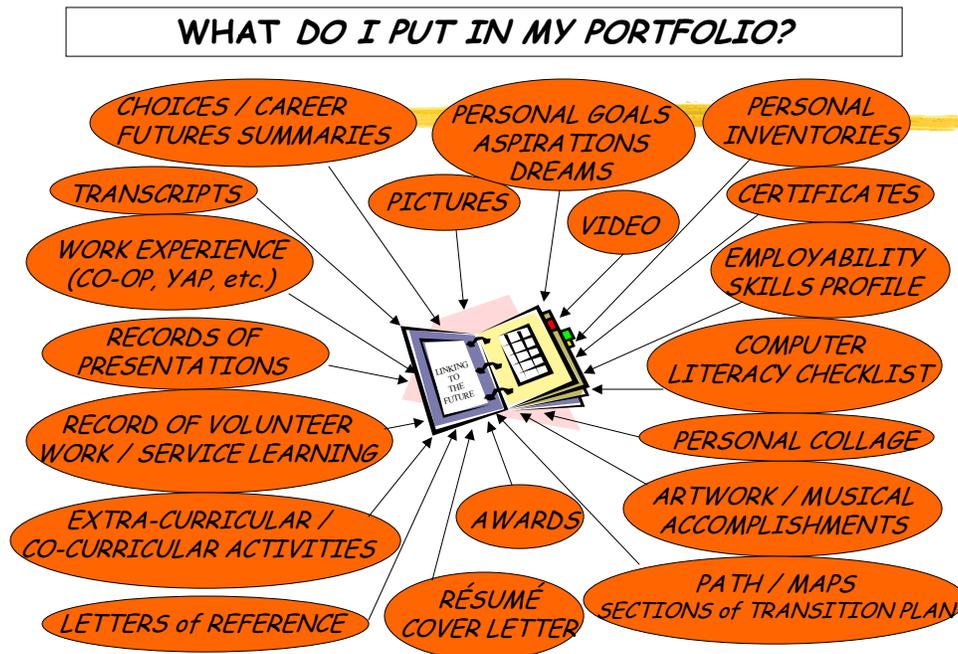
Students should be given a day to update and work on their ***Linking To The Future: Career and Educational Portfolios***. Have students select best samples of their work from this course and other courses. Additionally, students should be encouraged to reflect upon why they would select the various pieces and how they apply to their career development.

The following questions may help guide students in selecting material:

- Does it contain useful information for career development?
- Does it show evidence of growth and learning? (Learning Styles, Multiple Intelligences, how you have changed...)
- Does it reflect evidence of decisions about your future and your life now?
- Does it contain evidence of your academic, personal management and teamwork skills?

Upon completion of grade 10, students should have the minimum of the following in their portfolios:

1. Updated resume
2. Sample Cover Letter
3. Copy of grade 9 & 10 June report card
4. Completed check lists for grades 9/10 for the following sections:
 - Employability Skills Profile: A Self-Assessment
 - Student Summary
 - Transition Activities
 - School-to-Career Planning
5. CHOICES Summary pages (CHOICES Module completed in Broad Base Technology Class)
6. Examples of student work
7. Record of volunteer activities
8. Letters of recommendation
9. Annual Counsellor Conference Summary Pages
10. Photographs
11. Other pertinent documentation
12. Awards, certificates



Note:

Students should have an opportunity to periodically share portfolios. Acquiring the skill of presenting one's portfolio is as important as the development of the portfolio.

📁 Career Studies 10, Teacher's Resource

Portfolio Assessment: Assessment Tools Section, pages 22-23 (Portfolio Conferencing and Product)

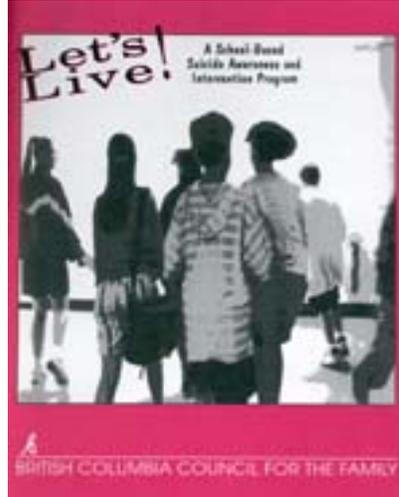
Note:

Lost or replacement ***Linking to the Future: Career and Educational Planning Portfolios*** are available at a cost of \$4.00.

(2 Classes)

Suicide Prevention

“Let’s Live” Program



Note:

This is a five-hour compulsory module to be delivered by a trained facilitator. The module meets **Personal Development and Career Planning Curriculum**, Outcome 1.5; demonstrate an understanding of suicide awareness and prevention.

(5 classes)